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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, ASSISTANT EDITOR

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EDITORIALS

Educational Mission of Music

Thirty-seven years ago we had an address on public school music at the Nashville meeting of the National Education Association. It was said at the time that it was the first recognition of the kind in the Association. It was published as a booklet, and many thousand copies were used in campaigns for the introduction of music in public schools by legislative action.

We were on that program, presumably, because of our activity in promoting public school music in Massachusetts, and we have maintained our devotion to the cause and our activity therein in these thirty-seven years, and as evidence of our continued interest we are to devote our issue of October 1 to "Music in the Public Schools."

Music is as "fundamental" in its need as is grammar or geography. Nothing can take the place of music when music is needed.

In passing a grave-yard on a lonely country road on a dark night no one recites the list of irregular verbs, but the veriest monotone will try to whistle to keep his courage up.

On the eve of battle the soldiers never recite the multiplication table, but they sing, every last one of them sings one thrilling song after another.

The soldier boys are never led on the march to the field of battle by the professors of mathematics and physics, of astronomy and chemistry, but by the band, playing the most stimulating music.

In these days of radio the boy with rhythm in his soul is infinitely better prepared for many lines of skilled labor, for some professions, than is the boy who is letter perfect in spelling and punctuation. Indeed, the girls as well as the boys as a whole need few things more than they need rhythm and melody. There is something highly suggestive in the universal phrase, "Tune in."

No Glory in "Base on Balls"

Of course one gets to "first" dead easy if he goes there on "Base on Balls." He does not run or slide. He takes his time if the umpire says: "Ball four." But there is no credit to the batter. It was the failure of the pitcher and no ability of the batter. He could stand there and bide his time. "Ball one," "Ball two," "Ball three," "Ball four" would give him an unearned base, and if the bases were full would give his side an unearned score. Probably the pitcher might be "yanked" from the game. Everyone pities the poor fellow

who could not get a chance to strike because no ball came where it should have come. They have no pity for the "yanked" pitcher. His side was furious that he had not been "yanked" earlier.

In life many a success comes because of another fellow's failure.

Many a fortune has been piled up by making other fellows fail. We have never had much sympathy with the efforts to punish successful men who have gone to "base on balls." They may be entitled to their "first," but no word of ours, no thought of ours has had any credit for any one whose success has come from another's failure.

School athletics have given some notable examples of both sportsmanship and anti-sportsmanship. Sportsmanship never glories in a score that is not honorably earned, never shouts triumphantly when the score is due to some unfortunate event with the losing team.

From early school days every child should be trained to discriminate between an earned base and "base on balls." We are a fairly good "fan," and we have never yet known any cheering of a batter who was going to first on "balls." We have heard the wildest shouting when a man was running for "first" at a terrific pace, sliding to "first," even, if he did not get there before the ball did.

It is mighty small business to cheer one on "first" if he did not earn it. It is real glory to send a grounder skidding by short-stop, even if the second baseman does get it to "first" ahead of the batter.

From first to last children must be trained to discriminate between earned and unearned credits; between earned and unearned "first" base.

There is no morale in school or society without such discrimination.

Professionally it is tragic that we have so little ethics in the teaching ranks. If a superintendent fails, not professionally but politically, there is often a wild scramble for his position. Often there seems no discrimination between the earning of a position and tumbling into one. We need to realize that "base on balls" in the profession is no more worthy of shouting than on the diamond.

The Mute Radio

The four heroic aviators who flew safely over the Pacific almost to the gate of their haven, floated on the Pacific's waves for 213 hours, after receiving radio messages offering relief, but wholly unable to reply because their radio was mute. It had ears, but no voice; was dumb, but not deaf.

The radio received its sending power from the motor of the airplane. When the plane could fly the radio could talk, but when there was no gas the motor was powerless, and the radio was voiceless.

A battery powerful enough for sending would add more weight than the plane could carry.

How brilliantly this illustrates a pedagogical situation! Any insignificant pedagogical adventure goes all right by its own motor till the machine runs out of gas. After that the adventurers can listen but cannot keep up the conversation, and voiceless devotees, afloat on the pedagogical sea, are derelicts until some other pedagogical adventurer hitches on to them.

Welcoming Teachers

George J. Ryan, president of the Board of Education, New York City, issued a hearty welcome to the teachers of the city for the opening of the school year.

"One of the pleasantest tasks that have confronted me thus far this fall is welcoming back to the schools the 30,000 devoted workers who care with parental solicitude for the million school children of our great city.

"It is no platitude to state that New York is favored with the best trained and the most devoted teacher corps in the world. During the past eight years it has been the aim of the Board of Education and the City Administration to provide proper and adequate physical accommodations for our children. As you know, the school building program, practically abandoned years ago, has been progressing at an unprecedented rate.

"Never before in the history of our fair city have schools of such beauty and completeness been erected in such numbers. We are not unmindful, however, that the building is after all only brick and mortar, and that although the child is unconsciously affected and his character moulded by the beauty and stateliness of the structures, the true spiritual work of character building must be done by our devoted teachers. It is our aim, therefore, to do what is humanly possible to attract to our system the best type of men and women and to provide the means for continuing the development and training of our present teachers.

"To the great army of students, teachers and supervising officials I extend a cordial greeting. I trust that you have spent a pleasant vacation and that you are now prepared to take up the work of the new term with enthusiasm and zeal. I want to extend to you all my best wishes for a successful and happy year."

Henry Hilton of Chicago, firm of Ginn & Company, manager of their Western territory, a classmate in Dartmouth of U.S. Senator Moses of New Hampshire is always high man whenever Dartmouth interest, social or financial, functions in Chicago.

Passing of Dr. J. H. Baker

Dr. James Hutchins Baker, president emeritus of the State University of Colorado, who died on September 10, was the most eminent educator of the Inter-mountain region. A native of Maine, educated in the schools and colleges of Maine, principal for many years of the Central High School of Denver, the only man whom we have known to be elected to the presidency of a great university direct from a high school principalship, he loomed large professionally in the nation as a scholar, as an administrator, and as a writer.

Iowa has the lowest illiteracy rate and has the fewest deaths from cancer, and it is thought there is a connection between the two facts.

A Chicago Achievement

Superintendent McAndrew and his Board of Education, or possibly we should say the Chicago Board of Education and Superintendent McAndrew are doing several quite unusual things. For instance, instead of waiting for the big annual report, which receives little attention from the press, the features of special public interest are sent out daily and the daily papers feature each installment. Here are a few clippings from the papers on days that we were in or near Chicago in late August:—

"Chicago school children did considerably better in the matter of mathematics in 1925 than did their grandfathers in their school days fifty years ago. In 1925 pupils averaged slightly more than 76 per cent. in a mathematical test that in 1875 resulted in an average of 52.7 per cent.

"Fifty years ago only three per cent. of the pupils were able to give correct answers to all the problems in the test, while in 1925 more than fifteen per cent. reached the correct solutions. In 1875 five per cent. failed to solve any one of the ten problems correctly. This year there was not a single paper which failed completely in the test.

"The marked improvement is due to emphasizing the necessity of proving and checking the example, the superintendent said. Heretofore reliability and accuracy in mathematics have been grossly neglected, according to the report."

Another day: "Reading, with the ability to understand, was better developed in the Chicago public schools than in the school systems of three other metropolitan cities in the country during the past year.

"The test was given to all eighth grade pupils in Chicago, New York, Columbus, and St. Louis. Chicago pupils averaged 70 per cent. and the next highest average was 67.3 per cent. The lowest mark was 58.4.

"Chicago's papers were marked by Columbus, New York, and St. Louis, and the exercises of those cities were graded by Chicago. In accordance with the agreement, the marks of the other cities are given without revealing to what cities they belong.

"The test was a short story of the obligations of those educated in the public schools. Questions were asked to determine how much the child got out of the reading matter.

"The old-fashioned oral reading has not been accompanied by sufficient understanding nor has it stressed the need of training pupils to get ideas from print."

Still another day: "Pennmanship in the public schools has shown improvement in 1925 over 1924, although high school pupils have failed to keep up the grade of writing acquired in the elementary grades.

"In 1925 ten per cent. of the eighth grade pupils were rated from 90 to 100 (good-excellent) as compared with two per cent. in 1924. Thirty-six per cent. were graded from 61 to 89 (fair) in 1925, while in 1924 only eighteen per cent. were so rated. Last year eighty per cent. of the eighth grade children were marked poor in their writing. In 1925 fifty-four per cent. were considered poor."

Glenn Frank, Educator

Glenn Frank's final editorial in The Century for September is the greatest educational utterance of the twentieth century up-to-date. He flashes needed danger signals, red lights when and where not to go, yellow lights the time to start the motor, blue lights "Go." If it were possible to have school people who are not color-blind there would be no cause for anxiety.

The tragedy in education is the superabundance of color-blind would-be leaders who can see no distinction between "Go" and "Let the other fellow go."

Glenn Frank's editorial will be read and heeded by all clear-sighted and clear-headed school people. Unfortunately, the color-blind people on the educational highway, conscientious though they be, will go crazily along, smashing into everybody and everything, until they end their career trying to climb some telephone pole.

Fortunately, a system of danger signals such as Glenn Frank has installed enables the public to know the color-blind terrorists, and can take away their license before they endanger their own and other lives.

Miss Mary McSkimmon, president of the National Education Association, is a brilliant representative of the teachers and other educators. She always has a timely and inspiring message. No man or woman in the profession could represent everybody everywhere better than does President McSkimmon.

An Aristocracy of Service

By FRANK PIERREPONT GRAVES

[Address before Triennial Meeting of Society of Phi Beta Kappa of New York State, September 9, 1925.]

For nearly a century and a half our society has worn the Golden Key as a badge of scholarship. Upon that mystic symbol has ever been engraved a hand pointed aspiringly toward the stars and as initial letters have been inscribed, S. P.—Signum Principum ("a sign of the leaders"). If we understand these words aright, they should be found to convey a challenge similar to the one found by Constantine in that other motto blazoned upon the labarum —*in hoc signo vinces*. And it may be worth while at this our triennial gathering to undertake to interpret our shibboleth anew and to inquire as to how far we have kept the faith.

> "It is unfortunate, however, that we Americans seem so often to have accompanied our generous idea of universal education with the absurd implication that all children are born with equal ability and possibilities, and should be given exactly the same training, as well as the same opportunities."
>
> "There is no more pathetic spectacle than the futile efforts of certain young people to lift the ponderous burden of a collegiate education when they have reached the limit of the intellectual strength with which they have been endowed."
>
> "Shall we never learn that all Americans cannot do everything, and that there are some occupations in life that are honorable and of good report beside those which require a college training?"

To prove that this Key we wear is indeed the sign of the leaders should be the devout wish and lofty ambition of every Phi Beta Kappan. The importance of leaders to civilized society can scarcely be over-estimated. Average individuals can for a while conserve the achievements of the race and keep the activities of everyday life in operation, but they must ever look to their intellectual superiors for new steps in progress, which alone can keep the world from stagnation. Such leaders have throughout history initiated our inventions and discoveries, bridged our rivers and tunneled our mountains, organized our industries, instituted social reforms, mitigated human suffering, sin, and ignorance, produced our inspiring literature and works of art, and written our greatest constitutions. And we must realize that, if at any time our genius should altogether fail to get into action, society would quickly slip back into barbarism.

If leaders, then, are destined to play so important a part in social progress, it is essential that society should secure the maximum of benefit from as great a number and variety of these guides as possible. But should we because of our interest in scholarship complacently assume that the greatest number of leaders can be produced through higher education? Are not leaders, like the poets, "born and not made"? Would we better hold that they are created by circumstances and training, rather than that they are purely a gift of nature? Or, to state the problem in its usual form, is capacity for leadership to be accounted the product of heredity or of environment or of both? This question has long been mooted by educational philosophers, and wide differences of opinion have been expressed and vigorously defended.

Perhaps the classic controversy as to the basis of leadership—certainly the one that has attracted most attention during the past half century—is that between the English savant, Francis Galton, and our own fellow-countryman, Lester F. Ward. Both of these thinkers were themselves intellectual leaders and contributed largely to half a dozen of the same natural and social sciences. But Galton was primarily a biologist and stressed the development of the individual, while Ward was one of the earlier expositors of modern sociology and leaned toward a social point of view. Galton invented the word "eugenics" to represent his propaganda, and maintained that we might rapidly produce a gifted race through select and judicious mating. Ward, on the other hand, held that a large part of ability is not transmissible, but is acquired through opportunity, and that genius is only potential and is to be promoted best by furnishing the proper environment. In his judgment the way to increase the efficiency of mankind is not merely through eugenics, but by finding and utilizing all the environmental influences that have contributed most to the production of efficient leaders.

As a whole, Ward seems to view the ques-

tion from a broader angle and to have rather the better of the argument. Most of us Phi Beta Kappans would certainly agree with his proposition that if we wish to increase the number and efficiency of our leaders, we must extend to all classes the opportunity for training in every line. Up to date, at any rate, the world has achieved very little through heredity and eugenics by themselves. There has apparently been no marked physical or mental change in the race during the twenty-five thousand years more or less since, in the course of evolution, the first dolichocephalic men began their activities. A census of the characteristics of the average run of mankind at the present time makes us extremely skeptical concerning any noteworthy advance in the nature of inherited intelligence. One needs but examine the records of a presidential campaign, the controversy between the fundamentalists and the modernists, or the widespread sale of patent medicines, to sense how largely superstition, irrationalism, emotionalism, and cave man reactions endure and control. Possibly no people have ever appeared in modern times that could be considered the equals (not to say superiors) of the Athenian Greeks, who two and a half millenia ago attained such a high general level and produced so many intellectual giants.

We cannot, of course, deny the immense progress that the race has achieved in civilization since the days of Hellas. Through cooperative and specialized effort we have gained and transmitted a wide control over both ourselves and the forces of nature. This is witnessed by the extensive developments in science, art, industry, commerce, agriculture, government, literature, and religion since the time of Pericles. But obviously these contributions have been handed down through training, without leaving any appreciable impression upon the germ cells of humanity. And it would appear to be through progress of this sort that most developments in the future must arise. We must all agree that, if we are to raise the level of racial achievement, we shall have to depend very largely upon suitable environment and education. The course of natural selection and evolution is altogether too slow.

But, it may be objected, we have never given the "eugenics" recommended by Galton a fair trial. This is unfortunately true. Even here at the close of the first quarter of the twentieth century, we do not begin to give the attention to human mating that we expend upon the scientific breeding of lower animals. Kittens and puppies born under the hybrid conditions that we tolerate without protest in human beings would be consigned to the horse pond, and any stock raiser who utilized his best blooded sires and dams to as little effect as modern society does its most worthy parenthood would be a subject for the bankrupt's court or the state hospital for the insane. As yet we are doing little or nothing to prevent the union and perpetuation of tuberculars, sense defectives, epileptics, imbeciles, and idiots. Men of intelligence largely feel constrained to evade the procreation of their kind, but not so the unintellectual and the imprudent. The name of their offspring is legion. With the use of a tithe of our increased knowledge and control, we could, in the course of a few generations, vastly improve the race, both physically and mentally; and raise inestimably the general level of intelligence and the possibilities of leadership.

But it is in this very process of voluntary control that the whole crux of the situation rests. It is the difficulty of rationalizing these deep-seated human instincts and impulses that constitutes the greatest value in Ward's amendment to the Galtonian theory. Racial improvement would proceed at less than snail's pace if left entirely to its own devices. At present the individual too often regards all social control as an interference and a menace. In the popular creed, one man's opinion is as good as another's, and we still refuse to be guided by the expert in the choice of a mate. Those of us who have been naive enough in our younger days to undertake to advise another—man or woman—to select a different life companion from the one contemplated, have found that, despite our good intentions, we have succeeded only in making two permanent enemies. No, if we are to hope for any marked rise in either the physical or intellectual level of the race, our *laissez faire* procedure must be corrected and supplemented by the presentation and application of the abundant knowledge on the subject that we have inherited. Hence the only corrective and effective means for overcoming the obstacles to development of leaders and to racial progress is to be found in universal opportunities for education.

In connection with a discussion of the importance of universal opportunities for education, we trust that it is not altogether fanciful to note that both Galton and Ward are typical products of their respective countries. It is but logical for the Englishman to hold that leadership is practically altogether a matter of heredity. From his boyhood he has absorbed the impression that there exists a natural intellectual aristocracy, which is in possession of most of the racial genius and hands it on to its offspring. These beloved of the gods, he holds, should properly receive the benefit of the best education, but even when deprived of it, their talent cannot be altogether hidden under a bushel. Genius, like murder, will out. Of course, the selective theory in English education has been greatly modified since the Great War, but it is quite consistent with Galton's traditions to hold it a self-evident truth that genius is confined to a small group and that all higher education should be similarly limited.

On the other hand, we people of America, among whom Lester F. Ward was reared, have come to incline toward a very different attitude. It has gradually become almost an educational axiom with us that every one should be permitted without let or hindrance to obtain just as much education as he is capable of consuming, without regard to social position, and almost without consideration of the cost. While our theory has at many points broken down, we have continued to maintain that the doors of all educational institutions should swing wide to every student of brains and industry. For the sake of developing as much genius and leadership as possible, no youth of ability, we hold, should be prevented from entering secondary school or college through lack of financial support or the inability to find there the subjects that his type of genius requires.

It is unfortunate, however, that we Americans seem so often to have accompanied our generous idea of universal education with the absurd implication that all children are born with equal ability and possibilities, and should be given exactly the same training, as well as the same opportunities. It is evident that we have by no means shown as much discernment as we ought in determining the amount of education that should be furnished in each case. There is no more pathetic spectacle than the futile efforts of certain young people to lift the ponderous burden of a collegiate education when they have reached the limit of the intellectual strength with which they have been endowed. Their lofty ambition and dogged persistence are admirable and worthy of commendation, but their efforts are frightfully misapplied and uneconomical. Shall we never learn that all Americans cannot do everything and that there are some occupations in life that are honorable and of good report beside those which require a college training?

Thanks to the war, though, the land of Ward, like that of Galton, has of late had its educational complacency rudely shaken, though by a shock of the opposite sort. We Americans have at length come to have some misgivings as to the wisdom of admitting to college every one who applies. Such vast hordes have besieged our colleges as to make the accommodation of them all a physical impossibility, and we have been obliged to pause long enough to ask ourselves who should be allowed the privileges of higher education. Hence we have of late heard much about the necessity of limiting college admission to those who are able to get most out of the training. President Hopkins of Dartmouth is reputed to have first applied the term "an aristocracy of brains" to the clientele to which he would have his college aspire, but there has come to be a general assent to the proposition that only students of reasonably strong intelligence should be permitted to enter college. If what we desire is the creation of leaders, we should not handicap ourselves at the start by the reception of too much poor material.

Possibly this conclusion was hastened by the ease and popularity of "intelligence testing," which has likewise gained its vogue as a by-product of the war. At any rate, psychological examinations have at numerous institutions recently come to be used in selecting the "aristocracy of brains." Happily these tests have not generally been considered altogether infallible. A laudable caution is being shown in their use, and we are no longer so enthusiastic as to hope to employ them to the exclusion of all other forms of selection. In fact, as yet we are by no means certain as to just what constitutes intelligence or whether we have taken account of all ingredients that enter into the complex, and until a satisfactory analysis is made, any simplification is likely to be more or less artificial. Experience shows that moral qualities, such as industry, perseverance, loyalty, courage, and integrity, and social abilities, like a sense of humor, tact, sympathy and affability, for which no effective tests have yet been devised, are frequently of much more consequence in determining leadership and success than is abstract intelligence. Nevertheless, the attempt to limit higher education to those who will make it of some real profit to themselves and society, may well be considered a healthful tendency, if it is but broadly construed. While intelligence tests are still in a rough and unrefined stage, if they can be made to take account of all factors and can be used with proper caution, they may eventually become of considerable value in selecting those who are to be educated for leadership.

But, in selecting the few to be trained for leadership, two of the moral qualities mentioned above, which have too often fallen out of the academic perspective, would seem to be a *sine qua non*, and should be especially stressed. These are the capacities for industry and perseverance. Leadership cannot be attained by the indolent or weak-willed, and trust funds, whether obtained through endowment or appropriation from the state, must be devoted to the purpose for which they were given, if the trustees are not to be held guilty of malfeasance. Assuredly, if we hold that the dull student should properly find the scene of his activities outside of college walls, how much more should this be the case with the idle or dissolute! The one is at least doing all that he can to increase the talent entrusted to him, but the other has carefully concealed his in a napkin and laid it aside.

As a matter of fact, it would seem as if the creation of an "aristocracy of service" rather than an "aristocracy of brains" were demanded as the goal of higher training. Even the most gifted youth has no natural right to the advantages of a college education, since the only

justification for his receiving opportunities of which others have been deprived is that of a larger return to society. He could not well expect to receive this special attention as a reward for an ability for which he is not himself in the least responsible. He should be taught that such a privilege has been given him in order that his development may contribute liberally toward social welfare. Indeed, the more highly endowed he is, the more sensitive should he be made to this obligation. If a higher education is to be added to his natural gifts, it will proportionately increase his already great capacity for good or ill, and if the possessor of both intelligence and training is to become strictly selfish, predatory or criminal, no more profound disservice to society could ensue. Pushed to its logical extreme, such a policy will lead to social suicide.

Does not this, then, suggest the real interpretation of what Phi Beta Kappa should hold to be a "sign of the leader"? With our social problems and needs as great as they are today, should we not strive to have those who are to be our leaders selected wisely, and then see that they are definitely trained for the service of society? How else can we hope either to spread the racial attainments that have come down to us by social inheritance or to add to the conquests over self and nature that we have already achieved? There is still a wide range of superstitions and abuses to be overcome, and it should be the function of all who are the chosen of Phi Beta Kappa to struggle to their utmost toward the upbuilding of the ideal society and state, and to contribute continually toward the abolition of ignorance, poverty, disease, and crime. These obstacles to social welfare may well challenge the best efforts of Phi Beta Kappans, and if those who wear the key as a "sign of the leaders" are known to select such abuses, rather than their own selfish ends, as the objects of their conquest, enrollment in Phi Beta Kappa will indeed be the greatest honor that could come to any man of ambition. And each of us exhibiting the *signum principum* may, with Constantine, maintain: *in hoc signo vinces.*

Safety Education in Massachusetts

By IDABELLE STEVENSON

Field Secretary, National Safety Council, New York

Massachusetts is to be congratulated as one of the states that is outstanding by virtue of having held her automobile deaths in check this spring and summer. The reasons for this are many and possibly cryptic, but there are two conspicuous facts. Massachusetts has passed appropriate legislation for highway and traffic control and has manifested a very genuine interest in public safety as is evidenced by the organization in Boston, Springfield, Worcester and New Bedford of Safety Councils whose sole purpose is the prevention of accidents. It is also shown in the yearly state conference held under the auspices of the Massachusetts Safety Council in the interest of public and industrial safety.

Perhaps the most striking factor of the work done for public safety is the part taken by the schools. During the past five years there has been a deepening consciousness on the part of the teachers that in order to give the child a more complete preparation for life safety must be included in the school work. By safety in this sense is meant the proper attitude, behavior, and information required to meet the hazards of every-day existence, hazards that have increased with mechanical skill far beyond the slow processes of human development.

Five years ago safety was being taught only occasionally, in cases where because of the location of her school or some horrible accident the teacher felt a personal urge to do something to protect her children. Usually the method followed was a talk or warning to the children about crossing the street. In some cases Junior Patrols were organized to help the younger children in going to and from school. Today the teaching of safety has become the accepted duty of the teacher and in many communities developed on a scientific basis by adjusting the subject to the existing curriculum.

The most significant evidence of the growth of safety education is the fact that the National Society for the Study of Education is preparing one of the 1925 year books on "The Present Status of Safety Education." Another encouraging sign of progress is the three one-thousand-dollar fellowships awarded by the National Bureau of Casualty and Surety Underwriters to graduate students for research study. The subjects of these studies, which are being made at Columbia University and University of Chicago, are: "The Grading of Subject Matter for Safety Instruction in the Elementary Schools," Miss Ruth Streitz of North Platte, Nebraska; "The Preparation of a Course of Study in Safety Education for the Use of Normal Schools," John A. Nietz, of Chicago; "A Study of the Relative Importance of Positive vs. Negative Methods of Instruction," James Vaughn of Emporia, Kansas.

In the foreword to the recently published "Tentative Course in Safety Education, Grades I.-VI.," Dr. Zenos Scott, superintendent of schools in Springfield, says: "Safety education in its various aspects has become a necessary part of the present-day school curriculum. There is no better way to insure the development of safety habits in the coming generation than to give definite instruction in safety in the public schools. This outline shows that much good teaching can be done, and much instruction given in the regular school day through safety teaching in the many school subjects." This course of study is based on the study of the child's activities and interests as related to the local accident problem. The objectives of each grade are clearly stated and suggestions given as to appropriate subject matter and method. The objectives are as follows:—

Grade I.—To help mother and father keep our home safe. To go to and from school safely.

Grade II.—To make our school safe. To get acquainted with the traffic policeman, our best helper.

Grade III.—To encourage willingness to accept responsibility in protecting others. To develop habits of carefulness in preventing fires and in knowing what to do in case of fire.

Grade IV.—The specific subject matter to be covered in fourth grade is that having to do with traffic situations in the prevention of accidents; situations in fire prevention; certain health measures in the prevention of disease; and accidents that occur during children's play activities.

Grade V.—To give the children a greater sense of their own part in helping classmates, teachers, and principal in making their school a banner school in safety.

Grade VI.—To develop in boys and girls a sense of civic responsibility in their influencing, protecting and caring for other children. The approach to safety education here will be through a study of the organized agencies at work in the prevention of accident and for the promotion of well-being. Such a study, we believe, will develop an understanding of the service and responsibility of individuals to the community.

In a number of cities an added impetus has been given to the work by the establishment of a demonstration school or laboratory centre for the exemplification of methods of teaching safety. The Education Section of the National Safety Council has co-operated with the school authorities in these cases by sending out their field worker and also in furnishing such material as courses of study, informational matter on safety, lesson plans, etc. Dr. Harvey Gruver in an address before the National Safety Council at its last annual meeting said that he knew of no better method than the demonstration centre for getting safety across in the school. Dr. Gruver used this method in the Abbott Street School in Worcester several years ago and again in the Aborn School, Lynn, when he went there as superintendent in 1924. Other schools which have served successfully as demonstration centres for their districts are the Quincy School, Boston; Plunkett School, Pittsfield, and Mittineague School, West Springfield.

The school organization, the Junior Safety Patrol, has grown and developed into a more substantial and extensive organization, the Junior Safety Council. The Massachusetts Safety Council, located in Boston, has been active in helping the schools throughout the eastern part of the state to organize. Lynn, Somerville, Cambridge, and Arlington have a large proportion of their schools with Junior Safety Councils, and a larger number of cities have Junior Safety Councils in scattered districts.

The duties of the Junior Safety Council members vary in each city and often in each school according to local problems. In almost every case one of their major duties is service as the school patrol. It may be mentioned here that the place for the boy or girl patrol is on the sidewalk and not in the road to direct traffic. The Junior Safety Council members are also on the alert for dangerous conditions in the school building, on the grounds and even in the entire school district. They are trained to know what to do in case of emergency. They set an example of reasonable caution and good sense for the younger children and use their influence to discourage the taking of foolish risks. They present reports to the other pupils on safety matters that concern them closely. The secret of success with the Junior Safety Council is that each member is living up to his responsibilities as a citizen of his community.

In addition to the activities undertaken by the cities, Dr. Payson Smith, Commissioner of Education for the State of Massachusetts, has shown his interest by appointing a committee of five to prepare a course of study on safety. This course was printed and distributed at the beginning of the 1924 school year. Dr. Smith also serves on the advisory committee of the Education Section of the National Safety Council with Philander P. Claxton, Ellwood P. Cubberley, Stephen P. Duggan, Charles H. Judd, William McAndrew, A. B. Meredith and Harold Rugg.

The Education Section of the National Safety Council, with offices at 120 West Forty-second Street, New York City, has been co-operating with the schools in working out this safety problem in its proper relation to the regular school activities for a number of years, and would be very glad to be of service to any community either through its field or informational service.

Personal and Professional

M. E. FITZGERALD, superintendent of Cambridge, Massachusetts, eminently successful in administration and professional leadership in the city of classic culture, combines ardent personal friendly devotion, keen appreciation of achievement, and heroic action in emergency.

In the famous legislative triumph of Payson Smith, Massachusetts Commissioner of Education, in preventing the wresting of financial school management from city school boards in 1923, it was Fitzgerald who devoted more time than any one else, and as brilliant skill in Legislative guidance as any one else, which merely typified his customary leadership.

This we have always known, but we did not appreciate till this September his magnetic school and community leadership when Ernest F. Wells, principal of the high school in the fourth largest city in the State of Washington, told of his school days in Framingham, Massachusetts, when Mr. Fitzgerald, principal of a grammar school, was the idol of all the boys, so much so that when his success there led to his promotion to a higher position in a larger city, the entire school and a multitude of citizens went to the train to signalize the community appreciation of the influence and service of their schoolmaster.

Now, after more than twenty years, Mr. Wells says that the magnetic inspiration of the principal of that Massachusetts school has been a large factor in his school work in thrilling growthfulness of two important cities in the Puget Sound country.

MISS ERNA MERTON, supervisor of Waukesha, Wisconsin, is one of the eminent speakers of the country at conventions and institutes. Her subject methods are based on flexibility that enables every normal child to get 100 per cent. of his possible achievement; that makes no draft on the teacher's physical, mental or personal strength; that develops the personality of each child by providing independent activity in lesson preparation. We have seen no one with the same vision in professional mission or such clearness of message. She had twenty periods in five days at LaSalle County Institute in Illinois, and she was never exhausted, nor were the teachers in her classes. It was a clear demonstration of her philosophy.

PROFESSOR J. D. M. FORD, of Harvard University, has left for Europe to take up his duties as director of the American University Union in Paris (173 Boulevard Saint-Germain), for which purpose he has been granted leave of absence by the University for the academic year 1925-26. Professor Ford will also act as visiting Harvard professor to the French Provincial Universities and to the Spanish Universities, in which he will lecture in French and Spanish, during his year abroad. Dr. Ford was granted the honorary degree of Docteur-ès-lettres by the University of Toulouse on his last European trip in recognition of his contributions to Spanish scholarship. Professor Ford holds the Smith Professorship of French and Spanish at Harvard, the same chair that was occupied by George Ticknor, Henry Wadsworth Longfellow, and James Russell Lowell.

DAVID J. MALCOLM, one of the national experts in rural school work, is to demonstrate scientific rural community leadership at Benge, Adams County, Washington. It will be a demonstration school for the Department of Education of the State Agricultural College of Pullman, Dr. Cleveland, dean.

AMOS M. LEONARD, for forty years principal of the Lawrence School, Boston, retiring in 1911 at the age of seventy, recently died at his home in Newton. He was a native of Stoughton, Massachusetts, graduating from Harvard University in 1866. Mr. Leonard's scholarly tastes were always in evidence in professional conferences. He was an inspiration to the vast number of pupils of South Boston.

A. D. ALLEN, superintendent of National City, a suburb of San Diego, has won the most heroic personal professional fight of the United States during the past year. The courts have required the city to pay him his full salary for the year that he was out of service. His opponents on the School Board have resigned, and the new Board has elected him at an increased salary.

HAROLD R. BOARDMAN, dean of the School of Technology and acting president of the State University of Maine, Orono, has started off heroically as shown by the following sentences of his in an interview upon his selection as acting president:—

"Fifty to sixty-five per cent. of American youths are being thrust out of college doors because they are not fitted, temperamentally or otherwise, to stand the gaff. Mass production is making for generalized mediocrity and lowering the criteria of American culture. It is placing a financial burden on the college, which is penalizing those whose interests are at stake.

"It will end only when we admit that as a nation we are going to college because it is the thing; when we face squarely and reasonably that about half of us are fitted to go through college and that the rest of us are handicapping ourselves and others by going."

MISS LUCY WHEELOCK, 100 Riverview, Boston, one of the most wholesome kindergarten leaders of the world today, has been highly and appropriately honored by the University of Vermont, which made as much of bestowing an honorary degree upon this brilliant daughter of the Green Mountain State as it ever did in honoring any other eminent man or woman.

Schools Teach Hygiene, Then Violate It

By H. E. BENNETT, Ph. D.

Formerly Head of Department of Education, William and Mary College

Will someone please explain that obsession or perversity of educational administrators which accounts for the persistent and almost universal tendency to provide school children with seats and desks that are too large for them! A recent careful survey shows that in some most progressive city schools eighty to ninety per cent. of the school seats are too large for the pupils who occupy them. Wide observation indicates that this proportion is quite common in nearly all schools. It is most commonly true in the primary grades, where high seats are most injurious, but almost as frequent in other grades including high school, college and university.

The situation is the more surprising because the smaller seats are less expensive and many school authorities are apparently influenced more by a small saving in first cost than they are by considerations of quality, hygiene or educational efficiency of the furniture they buy.

The condition is little if any better where adjustable seating is provided; first, because it is notoriously true that adjustable seats are seldom, if ever, adjusted; and second, because when they are adjusted the method of measuring usually results in their being set too high.

From a standpoint of posture and hygiene it is of no consequence if the pupil's seat be an inch or two lower than his correct measured seat height, but it is a serious matter if it be even a fraction of an inch higher. The high seat inevitably causes a ridge of pressure under the knees from the forward edge of the seat, and this continued and constantly recurring pressure interferes with both nerves and blood vessels, causing discomfort, restlessness and irritability besides tending to conditions favorable for the development of various nervous and circulatory disorders.

The physical evil, however, is not so much in the direct and local injury as in the irresistible tendency to bad postures, sliding down in the seat, sitting on the foot, getting the knees in the desk or the feet in the seat in front, and various indescribable contortions, squirmings, and restless movements. The movement itself is probably a wholesome corrective though not conducive to mental concentration, but the seat which makes it constantly necessary is inexcusable.

If there is room for the knees under the desk and the seat is not abnormally flat, there is no discomfort from nor hygienic objection to seats considerably lower than the exact measured height. There is no reason why knees or hips should bend at right angles. Sitting comfort (in a working seat) is secured by support at the seat bones and under the thick part or upper half of the thighs. In the lower and consequently shorter seat the child secures restful relief by moving his feet forward and back along the floor, thus shifting the region of greatest pressure. In the high seat he can only touch the floor at one position, if at any, and hence secures relief only by some contorted posture.

The large seats are not only higher but, being longer from front to rear, prevent the child sitting back so as to get the back support where it is most needed. To relax at all he must lean back until his shoulders rest and his spine sags below them, the result being the characteristic slump and stoop which is so destructive of health and vitality.

Recent extensive studies show that the average ratio of measured seat height to standing height is almost exactly .25, the ratio for "chubby young children," "stout" individuals and most girls and women being rather lower and that of long-boned, hard-muscled boys being somewhat greater. Remembering that seats may well be lower but never higher than the measured height, it is found that about 60 per cent. of school children may be seated in seats one-fourth of their standing height and the remainder in seats one to two inches lower.

Many school boards purchase no seats of the smallest (No. 6) size which are made at a standard height of eleven inches, while careful measurements show that 82 per cent. of first grade children require seats of this size or lower and only about one per cent. of first grade children have a seat height measure as great as thirteen inches. Similarly, 19 per cent. of third grade children require No. 6 seats and 43 per cent. require No. 5. In the high school it is found that 26 per cent. of the pupils should have No. 3 desks or smaller, 53 per cent should have No. 2, whereas many schools use only No. 1, which is too large for all but about 21 per cent., and most of these would be equally comfortable in No. 2.

It is expected that complete tables for correct seat heights for typical grade rooms will soon be available, based on thoroughly scientific and widely distributed measurements. But the main point is as clear now as it can ever be, and that is that most schoolroom seats should be considerably lower than are

used. The very few cases where they are too low will be evident in the case of the long-legged boys who cannot get their knees under the book box of the desks. The very many cases where injury results from their being too high are among the girls and frail, undersized children, as well as a large proportion of average and normal individuals.

Whenever there is any pressure of the seat under the knees of a child seated with feet squarely on the floor, the seat is too high. When the heels do not rest on the floor at all, as the child is seated erect, it is seriously so. Most of our schools should be re-seated throughout by installing a supply of the smallest size seats in the primary rooms and moving the others up from grade to grade. If seats are adjustable, there should be a general letting of them down through all the grades.

The Inquiry into Secondary Education

By J. B. EDMONSON

University of Michigan

As a result of the determination of Commissioner John J. Tigert, of the Federal Bureau of Education, to increase the services of the Bureau in the field of research in secondary education, the National Committee on Research in Secondary Education has been created.

This new national committee was formed in June, at a meeting called in Washington, D.C., of the representatives of certain national and regional organizations in the field of secondary education. The possible strength of the committee is suggested by the names of the co-operating organizations: National Society of College Teachers of Education; National Association of Secondary Education Principals; United States Bureau of Education; the Association of Colleges and Secondary Schools of the Southern States; North Central Association of Colleges and Secondary Schools; National Association of High School Inspectors and Supervisors; National Association of College Registrars; Educational Research Association; Research Division of the National Education Association; California Society for the Study of Secondary Education.

In addition to the members representing organizations, the committee elected a limited number of members at large.

Under the constitution the committee will meet once a year for the election of its officers, and to review the work of the previous year, and to formulate plans for future work in the committee. Its meeting will be held at the time of the mid-winter convention of the Department of Superintendence.

The committee organized for its first year of work with the following officers: Chairman, J. B. Edmonson, University of Michigan; vice-chairman, W. R. Smithey, University of Virginia; secretary, E. E. Windes, Federal Bureau of Education. The purposes of the committee, as defined in its constitution, are: To arouse those engaged in the field of secondary education to a consciousness of the need for research and to stimulate them to purposeful research activities in this field; to initiate investigations bearing upon secondary school problems; to advise and aid in investigations initiated by other agencies; to co-ordinate research activities carried on by agencies interested in secondary education; to act as a clearing house of information and results pertaining to research in secondary education.

In an effort to carry out its purposes, the committee proposes to engage in the following activities: To offer suggestions and outline desirable procedure for research; to collect and file data valuable to those interested; to propose problems for investigation; to publish the results of investigations; to furnish those interested with bibliographies and other information relative to completed and current studies; to furnish clerical and statistical assistance for research enterprises; to promote and hold conferences on secondary school problems; to secure representation at important secondary school conferences.

The National Committee will carry on its work through sub-committees, and the following committees have already been created: A committee on Junior High Schools, a committee on Senior High Schools, a committee on Large High Schools, a committee on Procedure in Research in Secondary Education. The direction of the work of this National Committee of twenty-five will be in the hands of the executive committee, consisting of the officers of the National Committee and the chairmen of the sub-committees.

It is the belief of those interested in the work of this committee that the committee can make a valuable contribution in the way of eliminating duplication of effort in the field of research, and in bringing the results of completed research to the attention of the teachers, administrators, and investigators in the field of secondary education.

Washington One Hundred Years Ago

By HENRY GRATTAN DOYLE

George Washington University

The following extracts are taken from the Life and Letters of George Ticknor, Smith professor of French and Spanish in Harvard University, and describe his impressions of the Capital City during three visits one hundred or more years ago.

The first extract is from a letter dated Georgetown, January 17, 1815:—

"As we drew near the metropolis I got out and rode forward with the driver, that I might see all that was strange and new. We were traveling on the very road by which the British had approached before us. We crossed the bridge at Bladensburg by which they had crossed, and saw on its right the little breastwork by which it was so faintly and fruitlessly defended. The degree and continuance of the resistance were plainly marked by the small mounds on the wayside, which served as scanty graves to the few British soldiers who fell; and the final struggle, which took place about a mile from the spot where the opposition commenced, was shown by the tomb of Barney's captain and sailors. These few mounds, which the winters' frosts and rains will quickly obliterate, are all the monuments that remain to us in proof of the defence of the capital of the country.

"We drove forward three miles farther, and in the midst of a desolate-looking plain, over which teams were passing in whatever direction they chose, I inquired of the driver where we were. 'In the Maryland avenue, sir.' He had hardly spoken when the hill of the Capitol rose before us. I had been told that it was an imperfect, unfinished work, and that it was somewhat unwieldy in its best estate. I knew that it was now a ruin, but I had formed no conception of what I was to see,—the desolate and forsaken greatness in which it stood, without a building near it, except a pile of bricks on its left more gloomy than itself, and the ruins of the house from which General Ross was fired at,—no, not even a hill to soften the distant horizon behind it, or a fence or a smoke to give it the cheerful appearance of a human habitation."

Mr. Ticknor dined with President Madison soon after his arrival in Washington. In a letter to his father he gives an account of the dinner:—

"About half the company was assembled when I arrived. The President himself received me, as the Secretary was not on hand, and introduced me to Mrs. Madison, and Mrs. Madison introduced me to Miss Coles, her niece. This is the only introduction, I am told, that is given on these occasions. The company amounted to about twenty. There were two or three officers of the army with double epaulets and somewhat awkward manners, but the rest were members of Congress, who seemed little acquainted with each other.

The President, too, appeared not to know all his guests, even by name. For some time there was silence, or very few words. The President and Mrs. Madison made one or two commonplace remarks to me and others. After a few moments a servant came in and whispered to Mr. Madison, who went out, followed by his Secretary. It was mentioned about the room that the Southern mail had arrived, and a rather unseemly anxiety was expressed about the fate of New Orleans, of whose imminent danger we heard last night. The President soon returned, with added gravity, and said that there was no news! Silence ensued. No man seemed to know what to say at such a crisis, and, I suppose, from the fear of saying what might not be acceptable, said nothing at all.

"Just at dark, dinner was announced. Mr. Madison took in Miss Coles, General Winder followed with Mrs. Madison. The Secretary invited me to go next; but I avoided it, and entered with him, the last. Mrs. Madison was of course at the head of the table; but, to my surprise, the President sat at her right hand, with a seat between them vacant. Secretary Coles was at the foot. As I was about to take my place by him, the President desired me to come round to him, and seeing me hesitate as to the place, spoke again, and fairly seated me between himself and Mrs. M. This was unquestionably the results of President Adams's introduction. I looked very like a fool, I have no doubt, for I felt very awkwardly.

"As in the drawing-room before dinner, no one was bold enough to venture conversation. The President did not apparently know the guest on his right, nor the one opposite him. . . . Mrs. Madison is a large, dignified lady, with excellent manners, obviously well practiced in the ways of the world. Her conversation was somewhat formal, but on the whole appropriate to her position, and now and then amusing. I found the President more free and open than I expected, starting subjects of conversation and making remarks that sometimes savored of humor and levity. He sometimes laughed, and I was glad to hear it; but his face was always grave. He talked of religious sects and parties, and was curious to know how the cause of liberal Christianity stood with us, and if the Athanasian creed was well received by our Episcopalians. He pretty distinctly intimated to me his own regard for the Unitarian doctrines. The conversation, however, was not confined to religion; he talked of education and its prospects, of the progress of improvement among us, and once or twice he gave it a political aspect, though with great caution. He spoke of Inchiquin's letters and the reply to them, but gave no opinion as to the truth or merits of either; and of Jeffrey, the editor of the 'Edinburgh Review,' whose name, when he had mentioned it, seemed to strike him with a sudden silence. I promise you I was careful in my replies, and did not suffer him to know that I had ever seen Jeffrey or his journal. He spoke to me of my visit to Monticello, and, when the party was separating, told me if I would go with him to the drawing room and take coffee, his Secretary would give me the directions I desired. So I had another tete-a-tete with Mr. and Mrs. Madison, in the course of which Mr. M. gave amusing stories of early religious persecutions in Virginia, and Mrs. M. entered into a defence and panegyric of the Quakers, to whose sect, you know, she once belonged. . . . At eight o'clock I took my leave."

The second visit was made some years later as part of Mr. Ticknor's honeymoon. We quote several extracts from a letter dated January 16, 1825. (The italics are ours):—

"We received your long and very entertaining letter, my dear William, above a week ago, at Washington. . . . I should have answered it at once, but we were then too busy to do what we would, and I was obliged to postpone writing. We arrived here last night.

"The first time we were in Washington we passed a little less than a fortnight; the last time, between three and four weeks. It is altogether a very curious residence; very different from anything I have seen in any part of the world. *The regular inhabitants of the city, from the*

President downwards, lead a hard and troublesome life. It is their business to entertain strangers, and they do it, each one according to his means, but all in a very laborious way. The President gives a dinner, once a week, to thirty or forty people—no ladies present—in a vast, cold hall. He invited me to one, but I did not go. I was, however, at a very pleasant dinner of only a dozen that he gave to Lafayette, when the old gentleman made himself very agreeable; but this was quite out of the common course. Mr. Adams gives a great dinner once a week, and Mrs. Adams a great ball once a fortnight; it keeps her ill half the time, but she is a woman of great spirit, and carries it through with a high hand. . . . Calhoun's, however, was the pleasantest of the ministerial dinners, because he invited ladies, and is the most agreeable person in conversation at Washington, I mean of the Cabinet, and Mrs. Calhoun is a very good little woman, who sometimes gives a pleasant ball. . . . The Russian Minister is a strange, retired fanatic, in feeble health, who gives splendid dinners once a week. Addington, the British Chargé, is a very acute, pleasant, well-informed man of letters, who gives very agreeable little dinners en garcon, twice a week. The Baron deMareuil is a truly elegant gentleman, in the largest sense of the term, and his wife is a very sweet and beautiful woman, with winning manners. They are now in severe mourning for the king, and see no company; but we went there sometimes, and dined with them once en famille, most pleasantly. These are the chief of the permanent resources of Washington, for society and agreeable intercourse. . . .

"The truth is, that at Washington society is the business of life. . . . People have nothing but one another to amuse themselves with; and as it is thus obviously for every man's interest to be agreeable, you may be sure very few fail. For myself, I can truly say I have seldom been more amused, interested, and excited during my life, than in the last three or four weeks. I found out how things were going, the first time we were there, and I was determined to make my arrangements so as to enjoy them myself, and especially to give A. a chance to see the great men of the time, and enjoy their conversation. Every morning we went to return visits; . . . then to the House or Senate, if there were any debate. At four o'clock, Mr. Webster and Wallenstein came to dinner,—if we dined at home, so that we were sure of delightful society. To these, I often added one or two others, and thus had at different times, entirely without ceremony, Mr. Poinsett, Mr. Clay, Mr. Tazewell, Mr. Cheves, Mr. King, General Bernard, the Edward Livingstons, General Lafayette, etc. These dinners were as pleasant as anything of the sort could well be, for Mr. Webster was generally very animated, and there was no want of excitement among the rest of them."

The final visit was made in April, 1828, when Mr. Ticknor accompanied his friend, William H. Prescott, the famous historian, on a visit to Washington. The following extracts are from his letters to Mrs. Ticknor:—

"Last evening we went to Mr. Clay's. He looks miserably, and almost, I might say, miserable; care-worn, wrinkled, haggard, and wearing out. He was very pleasant, and asked much after you; talked about general matters as much as he could, but still constantly came back to politics.

"From Mr. Clay's we went to Mr. Vaughan's, who showed more pleasure at seeing me than I thought he would. . . . Mr. Webster and he seemed quite familiar, and we all dine with him today at five o'clock, without ceremony or company; and on Wednesday, which is the fete of St. George, the titular saint of the King of England, we dine there again in great ceremony, with all the heads of Departments, the foreign ministers, their attaches, etc.

"April 22. First this morning I took Sally S. in a coach and went to Georgetown, to the convent, where I. W. lives, to give her a parcel from her father. She is a nice round lively little girl; and the whole air of the convent, and seeing I. through the grating, interested and amused S. so much that I was very glad I took her.

"On our return I went to the House and Senate, where we passed the forenoon in hearing debates, and witnessing the passage of the tariff, which went by a majority of eleven in the House, and was followed by a short abusive speech from John Randolph.

"I dined at a mess, called 'Fort Jackson,' with Tazewell, Governor Dickerson, Woodbury, Verplanck, Calhoun, Polk, etc. . . . I was quite happy and gay an hour or two with Mr. Webster, Mr. Gorham, etc., after dinner (at Mr. Sullivan's lodgings), and I was somewhat excited by John Randolph in the House; but in the main I was rather dreary and homesick. . . .

"All Washington looks rather triste to me. The divisions of party have infected social intercourse. . . . The whole thing is much less gay and amusing than it was when we were here together. I have been very happy in my visit to Mr. Webster, who has been very kind and confidential with me. I am glad to have seen Mr. Vaughan, and to have found him so pleasant. I am glad to have seen Count Menou, the Livingstons, and so on; but I am glad it is over, and that we are going to set our faces towards you and Nanny."

POTTER OR ARCHITECT?

BY BERTHA L. HUEBSCH

Springville, N. Y.

Some call it clay,—
That living, striving mass of youth
Entrusted to our care;
Clay such as we may mould at will,
Shaping a product rare.

Just common clay!
To me 'tis such a lifeless thing;
Too incomplete by far;
It hints of naught but crumbling stuffs
That wholly earthly are.

Call it not clay!
The temple of the soul it is;
The Builder's hand Divine;
Mortal the power to deck or mar,—
Teacher, such power is thine.

—New York State Education.

A New Philosophy of Education

By M. A. CASSIDY
Lexington, Ky.

Many there are who think that education is something that we may give the child. This cannot be done. Education is something that the child must achieve. And it can only be achieved through his own experience, which, in co-operation with the mature members of society, he brings under intelligent and purposeful control. His mind grows and his soul expands only through worthful experiences, which are enriched by the inherited experiences of the race.

No teacher can do the child's growing, physically, mentally, or spiritually, any more than the gardener can do the growing for his plants and cause them to become lusty and fruitful. Neither can be brought about except through favorable conditions. If these are provided, then both plant and child will grow to the fullness of their innate capacities.

The product of the bookish, conventional and traditional school, religious or secular, is not educated in the fullest sense. He is only trained, which is wholly different. He waits for instruction, a passive recipient who satisfies his mind with forms and his soul with empty rituals. The mistake lies in the belief that the learner's mind is a clean sheet upon which the schools may write whatever they please. This is far from true. The learner has native abilities which must be developed through worthful experiences, inherited, self-centred, social.

Happily, there is a definite trend away from the external, the traditional and the formal in the direction of the experience of the learner. The centre has shifted from process to materials, from materials to human nature. History has prepared the way for modern education to think of the curriculum in terms of the human person, who, together with his social group, is seeking for a fuller, more meaningful, and more satisfying life.

This is the gist of a book entitled "The Curriculum of Religious Education," by William Clayton Bower, Dean of the College of the Bible, and professor of religious education, Transylvania College, and published by Scribner, New York.

The author has produced one of the outstanding books of educational literature. While it is unique in basing the curriculum upon enriched and controlled experience, and not upon materials alone, the writer has amply justified his premise and has opened up a wonderful field for both secular and religious teachers. While primarily written for religious instructors, the book brings to the secular teacher a no less rich and powerful appeal.

The writer's review of the development of education from the simple and primitive to its complex and modern character, and the many changes through which it has passed, shows wide research and wise consideration.

He first considers the disciplinary theory of education, echoes of whose value one hears even today. This theory was based upon an erroneous psychology, which viewed the mind as made up of a number of isolated faculties, such as perception, memory, imagination, reasoning and others. Each particular study of the curriculum was supposed to develop some particular faculty. The reason was supposed to be trained in the solving of mathematical problems, and the harder the problem, the better the training. The disciplinary point of view in education consisted not in the worth of the thing learned, but in the process of learning it. It was thought that the training of specific faculties in specialized directions could be trusted to carry over into other activities, and the mental energy created by the exercise of a limited number of faculties could be trusted to diffuse itself over the other faculties of the entire mind. It was not thought necessary that the training should have any relation to the functions of real life. The president of a great American university who held this view of the curriculum likened education to a workman grinding his axe.

Since, according to the disciplinary theory, the value of education consisted in the process of learning, rather than in the things learned, the subjects judged the most valuable were the formal and difficult subjects. If the subject was distasteful as well as difficult, it was all the more valuable. "But," says Dr. Bower, "there were fundamental weaknesses in the disciplinary conception of the curriculum that have led to its decay in modern education. For one thing, modern scientific psychology has cut the ground from beneath the faculty conception of the mind. It finds the mind a unit, and that it operates as a unit in the different directions of its activity. Modern psychology thinks in terms of capacities and functions. With the disappearance of isolated faculties the disciplinary conception of the curriculum falls to the ground."

Having disposed of the curriculum as discipline, the writer discusses it as knowledge, which, though the formulation of the conception was due to Herbart in the latter part of the eighteenth and the first half of the nineteenth centuries, is the oldest of all the historical concepts of education. Although the Herbartian theory is largely the theory and practice of modern education, Dr. Bower says of it: "Great as were the contributions of the Herbartians in displacing the 'faculty' psychology with a sounder view of the character of the mind and in working out on a psychological basis a technic for the impartation of knowledge, the conception of the curriculum that derives from them is open to serious criti-

cism in the light of scientific psychology and the increasing demands of modern life.

"For one thing, it places knowledge at the centre of the learning process. This has amounted to the identification of education with instruction. For this reason, while it speaks in terms of adjustment, its focus of attention is wrongly centred. It would make education consist in adjustment to the inheritance of the race. But this is precisely what education ought not to be. Education should be an adjustment to the present situations which the material and social world presents through the aid of the past experience of the race, and to the future that springs from the present as consequent from antecedent. It has also given undue emphasis to the teacher with his technic as the representative of the adult members of society. This unduly weights the progress of the race with tradition, precedent, fixed ideas, custom. It tends to close the avenues to fresh and vital experience, by which the life of the race is kept open and dynamic.

"On the whole it may be said that the influence of this conception has been to create a backward looking type of mind. The mental attitudes that it has developed have been those of passivity, authority, appreciation—the receptive qualities of the mind. Scientific psychology, however, insists upon the active, dynamic, creative character of the mind. The task that confronts society and its particular institutions is to build its own future by placing direction into the process of living. This calls for the dynamic spirit and the creative and responsible mind. In keeping with this result, those functions of the mind that this view of education has especially developed are those that centre around memory at the expense of thinking and responsible experimentation with the possibilities of life."

The curriculum as recapitulation was due, during the nineteenth century, to the emergence of science and the industrialization of society. Biology gave the cue to this theory. Says Dr. Bower: "To the holder of the recapitulation view, recapitulation seemed to offer the key to the order of growth. Would one know when to expect the emergence of any given capacity or interest? Let him search the history of the development of the race. At a point where a given interest emerged in racial history, that was the point where it would certainly emerge in the history of the race for the disappearance of that interest."

In a word, according to this theory, the learner relived the racial life, and must be handled accordingly. Or, as Dr. G. Stanley Hall puts it, "Ontogeny repeats phylogeny." Which means that the individual in the course of his own life history passes through the successive stages through which the race has passed before him during long ages of time. As the author says: "The decay of the conception of the curriculum as recapitulation in modern educational thinking was due to its own inherent defects. The most fundamental of these was that it rested upon a faulty psychology. It is true that there is a most striking and fascinating parallelism between the biological development of the human organism and the development of organic life. But that there is any causal relation between the two series of phenomena, modern biologists refuse to affirm. That is to say, the fundamental doctrine of the conception rests upon a mere assumption which is unsupported by scientific facts."

After this brief, though highly illuminating survey of former and present conceptions of the curriculum in education, in which he exposes their fallacies and generously points out their many contributions to learning, Dr. Bower proceeds to expound his own philosophy of education—the curriculum as enriched and controlled experience.

"In this view," says Dr. Bower, "the centre of education has shifted completely from the learning process and subject matter to persons. Moreover, attention seizes upon a particular aspect of personal life—upon that of personality in the process of realizing itself. Modern education sees personality, not as a given or completed thing, but at all times as a potential self—a process, a growing, a becoming. It sees personality as the dynamic and organizing centre of a continuum of experience that is constantly undergoing reconstruction as it moves forward with increasing clearness and richness of meaning and certainty of control toward the progressive realization of a set of organized values. For this reason it sees self-realization taking place in and through a meaningful, integrated, and controlled experience. Furthermore, it sees these self-realizing persons, not in isolation, but in association with other selves in a society that is also moving forward with increasing self-consciousness toward progressive realization of socially determined values.

"It follows that since persons realize themselves in and through meaningful, integrated, and controlled experience, the approach to the assistance of persons in the attainment of an effective and a satisfying individual life must be through the continuous reconstruction of individual and social experience. Such redirection of experience will assume, on the whole, two aspects: enrichment, on the one hand, and self-conscious and self-directive control, on the other. Enrichment will be accomplished by assisting the growing person to give meaning to his experience and range and depth to its content, and by causing it to contribute to its chosen ends. Control will be accomplished by assisting the growing person clearly to define his objectives, to organize his values, and to bring his experience under the influence of an organized and dominant purpose."

This book contains a new philosophy of moral and religious education, the principles of which, I am convinced, will not only revolutionize religious education, but secular education as well.

Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

ONE HUNDRED WAYS OF TEACHING SILENT READING. For All Grades. By Nila Banton Smith, Detroit. Cloth. Yonkers-on-Hudson: World Book Company.

Educational ingenuity is one of the characteristics of the day, especially as applied to schoolbook making. The title of Miss Smith's book would seem to be as clear as it is new, but we can see the possibility in this age of suspicion on the part of classroom teachers that some one is trying to put something over on them that the title may be misleading. Think of the consternation in a city teachers' meeting if some one should say: "We are expected to teach silent reading in one hundred ways!" And in view of some of the developments in these days it might not be questioned but that Miss Smith of Detroit, the city of the "Platoon" and many other invasions, was really planning to multiply the teacher's troubles a hundred fold.

It would have been safer to have had the title read: "One Hundred Ways of Helping a Teacher to Teach Silent Reading." It means that it is one hundred per cent. helpful by giving an infinite number, virtually, of definite, practical, usable, attractive, self-helping devices, methods, projects, plans, schemes, suggestions, so that a teacher can know what to do, how to do it, when she needs any help in doing anything in Silent Reading. It is a sort of "cash and carry" system of helpfulness.

COMMERCE AND INDUSTRY. New Edition. By J. Russell Smith, Columbia University. Cloth. 769 pages. New York: Henry Holt and Company.

If the hypercritical traditionalists would take time to study with care the high school texts that are now coming from the press they could but appreciate how completely, attractively and impressively young people today are prepared to live the new life in this new world in which they must live.

If a man knew everything to be known about his county and knew nothing outside of his county he would simply be a fool. To know everything possible about his state and nothing outside of his state he would be almost as big a fool. To know everything about his section like New England or the Gulf States and know nothing else he would still be a good deal of a fool.

In the last twelve years the parts of the world that any one must know about in order not to be foolish have increased greatly, have widened indefinitely, and they will continue to widen until one cannot live comfortably who does not know something of every country, of every valley, of every harbor, of every sea coast in the world.

This really famous book was complete and fully met the school need five years ago. In two years it had to be rewritten and republished and now in three years more it has to be republished again. Nothing of all this wonderfully inspiring information is ever dreamed of by a pupil who does not go to a junior high school.

I take for a sample a few facts about cattle. It will give some faint hint of how little one knows who does not keep up with the latest editions of books on "Commerce and Industry." In the United States there are practically 25,000,000 milk cattle and 42,000,000 beef cattle. . . . Wisconsin has the most milk cows, 2,200,000, and Texas has the most beef cattle, 5,600,000. . . . Minnesota is second in milk cows, 1,674,000, and Kansas is second in beef cattle, 2,500,000. . . . Germany is next to the United States in milk cows, 7,500,000. In beef cattle Australia is second with 12,000,000. Germany is third with 9,000,000. . . . The United States imports nine times as much cheese as she exports, and she imports almost as much butter as she exports. The per cent. of milk cattle and beef cattle, of horses and mules to the population in the United States has not changed materially in half a century, but there were three times as many sheep in proportion to the population in the United States fifty years ago as there are now.

These are samples of a multitude of facts which afford opportunities for students to do a lot of thinking of their own country, of sections of their own country, of other countries, of our relation to those countries and of their relation to one another. It is highly important that students think along these lines, and textbooks must furnish the information in a usable and attractive manner. J. Russell Smith certainly has the art of rendering this service.

A FRENCH GRAMMAR. Arranged on New Lines, with Middle Index and a Synopsis, Providing a Full Resume of the Grammar for Use in the Correction of Written Work and for Review Purposes. By F. Lister, B. A. (Oxon.), L. es L. (Paris). Cloth. iii+28 pages. Price, 80 cents.

FRENCH GRAMMAR CAHIER. With Middle Index. By the same. Boards. iii+28 pages. Price, 52 cents. Boston: Ginn and Company.

This grammatical summary of French, with the accompanying "cahier" or notebook, is arranged on original lines. The grammar aims to provide a brief and simple statement of the rules of French grammar in the order in which they may most easily be learned. Each set of rules covers a page or two pages, so that it is never necessary to turn over the leaf. The middle-index, with marginal indentations, makes it possible to open at once to the page wanted directly from the middle-index, which is laid off in tabular form. The book ordinarily lies open at the middle, allowing quick access to any needed reference on either side. The "cahier" is arranged in exactly the same way, with corresponding "stepping" of margins and the same number of blank, ruled pages. In the "cahier" the pupil is expected to write on the appropriate page, additional examples of the grammar points summarized in the grammar, as he may encounter them in his reading. Used together, the two books will be of great assistance in grammar review work and in the correction of composition. Owing to their mechanical convenience, they will undoubtedly appeal to students, stimulating interest and thereby lightening the task of both teacher and pupil.

"YOUR HAPPY WAY AND OTHER VERSE FOR OCCASIONS." By Agnes Green Foster. Boston: The Stratford Company.

Here are 150 bits of verse by Agnes Green Foster in this her fourth book of verse. The most attractive of her verses are on "Abraham Lincoln," "Loyalty," "My Brown Thrasher," "A Path I Know," and "A Drop of Ink."

The nine poets are classified as "Life and Work," "Friendship," "Lines of Comfort," "Lines for Occasions," "St. Valentine's Day," "Easter," "Birthdays," and "Yuletide."

THE WEBSTER-ROGET DICTIONARY AND TREASURY OF WORDS. Self-Pronouncing Dictionary combined with Roget's Treasury of Words. The Dictionary is edited by C. M. Stevens, Ph.D. The Treasury edited by C. O. S. Mawson and Katherine A. Whiting. Cloth. Dictionary 739 pages. Roget's Treasury 494 pages. In all 1,233 pages. New York : Thomas Y. Crowell Company.

We agree with the publishers that this is "the best single volume help for the cross-word puzzler ever published." While it is not a "Webster" dictionary or Roget's "Thesaurus" it is a remarkably attractive and helpful desk book for any one, and the wonder is no one has thought to do this before. It is a common-sense combination that will be universally welcomed, since it has several desirable aids such as a Tabular Synopsis of Categories. The twenty-four page "Index Guide" is of inestimable service. We could write indefinitely our appreciation of this book, but it is needless.

LIPPINCOTT'S FARM MANUALS : AGRICULTURAL MECHANICS. By Robert H. Smith. Cloth. Illustrations in Text. Philadelphia: J. B. Lippincott Company.

"Agricultural Mechanics," though practically a modern department in agriculture, has assumed a prominence which was inconceivable at the opening of the twentieth century. The Lippincott Company is rendering agriculture inestimable service in the variety of its books, in the completeness of each subject treated, but above all in the adaptation of its treatment to the modern farm needs. Every farmer today must know how to meet innumerable emergencies and "Agricultural Mechanics" is an excellent example of this adaptation. It is such a treatment of a variety of industries that any one, working on a farm, away from an industrial centre can easily do any one of a multitude of repairs. It is to farm repairing what a cook book is to a housewife.

Of course the chief service of this book is for use in rural high schools, and in consolidated schools. As much of "Agricultural Mechanics" as this should be studied wherever country boys go to school.

The modern farm carries a wide variety of equipment. The effectiveness of this equipment and the opportunity of conserving labor by its use depend upon a certain degree of mechanical ability. But few farms are large enough to support a professional repairman, while their isolation prevents securing the services of a workman from town for making the every-day minor repairs. This book presents a course of instruction adapted to these conditions. The aim is not to make of the reader a plumber, carpenter, blacksmith, harness-maker, tinner, or painter, but rather to give him such essentials of these and other trades as will enable him to make satisfactory, practical repairs of farm equipment and to construct such new devices as will assist him in his work.

THE EARLY FRENCH POETS. By Henry Francis Cary. With an introduction by T. Earle Welby. Cloth. 219 pages. New York: Albert and Charles Boni.

Cary is best known as one of the translators of Dante; indeed, his translation of the "Divine Comedy" is probably the one most frequently encountered on the shelves of English and American libraries. Few people have been aware, however, that Cary was also one of the pioneers in interpreting the early French poets to his countrymen. The volume here presented by the enterprise of the Boni brothers is a reprint of a book first issued in 1846, long listed as a "scarce book" by booksellers and bibliophiles. It contains sketches of some twenty-three poets of the 14th, 15th and 16th centuries, illustrated by English verse translations of representative works. Among the poets discussed are Villon, Charles d'Orléans, Alain Chartier, Marot, Gringore, Ronsard, the other poets of the "Pléiade," etc. Mr. Welby has prefixed a brief introduction on Cary and his book and has provided some additional notes. The rather long introductory sketch on the history of French poetry which Cary's son wrote for the original book has been omitted, together with the chronological table which he provided. We are sorry that Mr. Welby in some cases has also omitted the French originals which accompany Cary's translations. This does not detract, however, from our pleasure in the main fact: that someone has had the courage to reprint a book of which Sir Edmund Gosse said: "These essays not only deserved but demanded resuscitation."

THE FIRST READER. By Eva A. Smedley and Martha C. Olsen, both of Evanston, Illinois. Illustrated by Matilda Brewer. Chicago: Hall and McCreary Company.

Miss Smedley and Miss Olsen have done much to give the schools of Evanston, Illinois, their high reputation under three superintendents. They are artists in producing results by attractive new methods and devices that are pedagogically wise as well as appealing to little people.

"The Smedley and Olsen First Reader" will be equally attractive to little girls and boys. The stories are clever, are full of action, are all new suggestions. The illustrations are very beautiful. There are several wholly new devices to quicken the interest of children, to hold their attention, to make them think about what they read. "The Smedley and Olsen First Reader" is worthy of its authors and more need not be said.

CHRISTIAN MONASTICISM. A Great Force in History. By Ian C. Hannah, Oberlin College. Cloth. 270 pages. New York: The Macmillan Company.

We all know something of monks and of their service to the world. We know much of a few of them, but it has come to us so romantically that it seems to have more of fiction than of fact, more of sentiment than of historic truth in the portrayal, but Professor Hannah of Oberlin has written of "Christian Monasticism" in such detail from the Desert Monks of Egypt, of Basil and Benedict, of Cluny and Bernard, through the Friars to the Jesuits, from Friars and Missionaries to Statesmen and Soldiers, that he easily and completely restores our faith in the reality of those wonderful achievements.

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TREND OF THE TIMES

Flies 5 Miles a Minute, Gets No Thrill

The fastest travel ever attained by a human being was unofficially achieved by Lieutenant Alford Williams of the United States Navy, at Mitchell Field, L. I., September 18. Over a kilometer course Williams flew one of the navy's new Curtiss racers at the rate of 302.3 miles an hour or more than five miles a minute. He declared his disappointment afterward in not experiencing the thrill he had expected!

To illustrate this rate of speed, suppose a business man, equipped with a plane of such ability, to start from New York at 9 a. m., bound for San Francisco. If all went well he would arrive on the Pacific coast in ten hours, or between 3 and 4 in the afternoon (allowing for a three-hour difference of time). One would need to hurtle through the air only a little more than three times as fast to keep pace with the sun.

The greatest speed previously recorded was 278 miles an hour, held by Adjutant Bonnet, a Frenchman. No doubt a number of airplane records are due to be established at the forthcoming Pulitzer races, for which Lieutenant Williams' flight was a bit of practicing.

Hylan's Downfall in New York

Mayor John F. Hylan of New York was overwhelmingly defeated at the primaries of September 15, for renomination by the Democratic party to succeed himself. His successful rival, State Senator James J. Walker, had the support of Governor "Al" Smith and the Tammany organization. Thus the outcome of the Democratic contest is regarded as a victory for the Governor, while it likewise marks the failure of William R. Hearst, the publisher, to foist Mayor Hylan again upon the people of New York. The Republicans on the same day nominated Frank D. Waterman for mayor.

Republicans of Wisconsin, on the day of the New York primaries, named Robert M. LaFollette, Jr., as their choice for the place in the United States Senate long held by the elder LaFollette.

There are now more than 60,000 public motor busses transporting three billion passengers annually. There is $296,000,000 invested in these busses.

United States Bars a British Communist

Secretary of State Kellogg revoked the passport granted to Shapurji Saklatvala, a member of the British parliament who was coming to the United States to attend sessions of the Inter-Parliamentary Union at Washington. The reason for the decision to exclude Saklatvala was his reported statement, after he had secured permission to enter the United States, that he intended to preach communist doctrines of the overthrow of government. Senator Borah has censured the State Department for this action. President Coolidge stands by his Secretary of State, as do most of the newspapers. Saklatvala's sentiments in the matter are conveyed by this quoted statement: "If I got to the United States I would prove Secretary Kellogg a liar and a defamer in ten minutes."

Air Policies Will Be Studied

The special Air Board appointed by President Coolidge to investigate the air service of the United States was scheduled to open hearings in Washington this week. Dwight W. Morrow, New York banker, is chairman of the board. Announcement was made that Colonel William Mitchell, severe critic of the government's air policies, would be called to testify. Colonel Mitchell is to be summoned before an army court-martial to defend his conduct as an officer in denouncing his superiors. Meanwhile an inquiry will be conducted by naval authorities into the causes of the Shenandoah tragedy in which fifteen lives were lost through the breaking of the dirigible. The Shenandoah investigation will be held at Lakehurst, N. J., former home of the big airship.

Church Council Admits Some "Outs" of Prohibition

An important report on the workings of prohibition in the United States was released for publication September 14 by the Federal Council of Churches. The report declared it is too early to judge the success or failure of prohibition. It admitted an increase of intemperance and disrespect for law since 1920, and deplored the tendency of many "drys" to blink at these serious manifestations. On the other hand the Federal Council points to the unfairness of much of the propaganda on the other side, which overlooks the benefits of prohibition to the life of many homes. The report refers to the spread of drinking among young people as one of the present evils. The people are asked to watch the great experiment for a while longer before deciding what must be done.

Plenty of Chickens In the United States

Scattered about the farms of the country are about half a billion chickens, or five for every man, woman and child in the land. In the last year there has been an increase of about ten per cent. The annual egg output of the country is valued at $600,000,000. The chickens grown for eating are worth annually nearly half a billion dollars. The farms of the country at present are stocked with poultry of all kinds, worth $400,000,000. The ambition of a certain French king to make his country so prosperous that every peasant might have a chicken in the pot once a week has been more than realized in America.

"Wireless" Consumes Tons of Copper

Four thousand tons of copper will be used this year in the manufacture of radio sets, according to the Copper and Brass Research Association. It is estimated the 1925 production would reach two million sets and bring the total of radio sets in use to approximately five million, with a valuation of more than $500,000,000.

Eiffel Tower Now a Sky Sign

The Eiffel Tower has been turned into the largest sky sign in the world in connection with the Exhibition of Decorative Arts in Paris. Two hundred thousand electric lamps and thirty-five miles of wire have been used in the process, and a special electric plant supplies the power. The Tower is one of the relics of the last great Paris Exhibition. Generations of tourists have been up and down this historic tower.

Airplanes will be used to help locate sunken treasures by Wellington Quirk of Evanston, Ill., in his search for gold in Lake Michigan.

Apple Tree Branch Sells for Record Price

A new and superior variety of apple has been discovered in the orchard of William Wood, near Mullica Hill, N. J., and has attracted so much attention among apple growers that a western firm is said to have paid $6,000 for one branch of the tree to be used in transplanting and grafting operations. It is said that the new apple can be grown in at least twenty states.

Ford Would Abolish the Cow

In an interview published in Farm and Fireside, Henry Ford proposes to abolish the dairy cow because, he says, she is the most inefficient creature in the world. He would substitute for her a machine, which someone will invent soon, that synthetically will produce milk from which butter can be made. This synthetic milk would be cheaper and better than the milk we have now, he says. He also states that industry is moving out into the country districts, adding that too much centralization of industry can be harmful.

Speeches Now Manufactured and Sold

In Pennsylvania there is a factory for the manufacture and sale of after-dinner and other speeches. In 1924, 3,000,000 speeches were sold, and it is expected that the output for 1925 will be over the five million mark. Prices range from 2½ cents to $40.00 a speech. Blocks of five can be had for $2, of 10 for $3, and 20 for $5. Twenty-five short prayers can be had for fifty cents, to relieve anyone embarrassed by the call to "ask a blessing." The most-felt want filled is "100 ways to introduce a speaker."

Hygiene in Greenland

Tuberculosis is reported to be "making serious ravages among the natives of Greenland, where the knowledge of the principles of hygiene is primitive," says the United States Department of Labor. The Danish Ministry of the Interior and Danish Health Service are assisting the local government in the installation of a twenty-bed hospital for tuberculous children. Measures for the protection of orphans in Greenland are also being undertaken.

In 1913 there were 10,000,000 cotton spindles in China, India, Japan and Brazil. In 1924 there were 18,000,000, an increase of eighty per cent.

The underground railways of London transport 571,000,000 passengers yearly.

Telephones at Grand Canyon

One of the last of the widely known places in the United States to become accessible by telephone is the El Tovar Hotel on the rim of the Grand Canyon. Telephone connection with the outside world is now complete over a 240-mile wire to Phoenix, Ariz. The wire connects with the new transcontinental line between Chicago and Los Angeles, said to be the longest through telephone trunk in the world.

Newsboys Have Right to Cry "Paper!"

Judge J. C. Starkweather held as unconstitutional a Denver, Col., ordinance preventing newsboys from crying their wares or selling papers except at authorized stands.

Tributes to Britain's "Unknown Soldier"

Articles of gold and silver are being laid on the tomb of the "Unknown Soldier" in Westminster Abbey by visitors. So numerous have these offerings become that the tomb is cleared daily of the various articles, which are taken down to the crypt underneath. It has not yet been decided what shall be done with the tributes.

"Diamond Dick" Lives 25 Years Incognito

Dr. Richard J. Tanner, who has been living in Norfolk, Neb., for several years, is believed to be the "Diamond Dick" of Wild West fame, who twenty-five years ago disappeared from the show world. The discovery is credited to American Legion committee men, who were planning their second annual pioneer celebration. Dr. Tanner rode a pinto pony and was dressed in the regalia of "Diamond Dick" when he took part in the parade.

Ice Cream Trade Booming

The Department of Agriculture estimates that 285,000,000 gallons of ice cream were produced in this country last year. Every year a hundred or more new factories are built to keep up with this rapidly growing American indulgence in ice cream. The industry now requires a herd of 1,000,000 cows. It uses three and one-half per cent. of the milk produced in the country, or about 4,000,000,000 pounds. It empties 800,000 sugar barrels a year and consumes a million-ton mountain of salt. These figures take no account of the ice cream made at home.

New York city has 20,809 public taxies in service, and they run a billion miles a day in New York city.

Far Rockaway is to have a Board Walk eighty feet wide and eight miles long, costing $8,000,000, including the protecting wall.

Cook county pays more than half of taxes paid in Illinois.

Chicago population 2,995,239.

There are 7,860 pushcarts in New York city selling $35,000,000 worth of varied commodities.

Texas ranks first as a wool producing state.

Henry Ford has manufactured more than 12,000,000 cars and trucks.

A pure-bred Guernsey bull of the Mixter farm in Hardwick, Mass., recently sold for $23,000.

Bacteria in hailstones has been found by R. Dubois, a physiologist of Lyons, France.

It is estimated that the South has an industrial property value of $75,000,000,000, which is five times the entire wealth of the United States when Lincoln was inaugurated President.

The Pennsylvania railroad consumes 15,000,000 tons of coal a year.

The British Isles are said to have two million more women than men.

Fort Worth, Texas, is the largest centre for oil pipe lines in America.

In the first half of 1925 2,173,660 automobiles, pleasure cars and trucks, were manufactured in the United States.

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EDUCATION IN ACTION

Philippine Education Report Completed

The report of the commission, headed by Dr. Paul Monroe of Columbia University, which made a survey of the educational system of the Philippine Islands, was submitted to the legislature at Manila by Eugene A. Gilmore, vice-governor and ex-officio secretary of public instruction. The investigation was for the sole purpose of pointing out the defects which all human institutions have, in order that the proper remedies may be adopted for the improvement of the educational work in the islands. The annual expenditure for education is $12,000,000, according to Vice-Governor Gilmore.

Hamilton Holt to Head Rollins College

Hamilton Holt, candidate of the Democratic party for the post of United States senator at the special election in Connecticut last December, has accepted the presidency of Rollins College, Winter Park, Fla. Dr. Holt goes to Rollins after a long and conspicuous public career. A graduate of Yale, he entered the publishing business and for many years was editor and owner of the Independent. He also took up lecturing and, at the time of the World Peace Conference, became an ardent supporter of the League of Nations plan.

Heads Maine Extension Service

The appointment of Luther J. Pollard, for several years professor of education at the University of Maine, as director of the newly formed Bureau of University Extension marks the entrance of the State University into a new field of education. The new bureau plans to work in two ways—by correspondence courses and by the lyceum method of instruction.

Waseda University's Library Near Completion

The new library building of Waseda University, Japan, which will be the second modern library to be constructed in Tokio since the earthquake in 1923, is expected to be completed before the end of this year. The Waseda library was planned by that university's founder, Marquis Okuma, in honor of the accession of the present Emperor of Japan more than a decade ago. The library covers nearly 1,400 square yards. The main reading room, two stories high, will seat more than 500 persons. The original section of the building containing the stacks will accommodate 500,000 books, the university at present having about three-fifths of that number.

Bates and Oxford to Argue Prohibition

The question for the international debate to be held in Lewiston, Me., between Bates and Oxford Union, will be prohibition. The subject has not yet been worded, but Bates will support prohibition.

High School to Segregate Sexes

The Cambridge (Mass.) School Committee is preparing for segregation of sexes in the Cambridge High and Cambridge Latin Schools. About 1,200 students will be affected by the new plan, which will be put into effect as soon as the school survey, now being conducted by the Harvard Graduate School of Education, is completed. Superintendent Fitzgerald said segregation of sexes was a move he had wanted for a long time. From the standpoint of concentration in study this change will be far better, for boys cannot work properly when they are surrounded by girls, he stated. Members of the committee believe that because of the large numbers attending the schools they are not under proper supervision.

College Misfits Problem in Industry

The number of misfits among college trained men in industry presents a problem of considerable proportion, but it is a difficulty for which a practical solution is available in the shape of proper vocational guidance, according to an almost unanimous opinion of industrial executives in a report to the National Industrial Conference Board of New York City. "The greatest trouble with college men," says a typical statement of an industrialist, "is that many of them select courses of study under the impulse of some fancy bent toward some particular line of work. Later, however, they discover their natural ability to be along other lines, but, unfortunately, by that time their university years are behind them and it is too late."

Rising Costs Hit Rhodes Scholars

It is estimated that the average cost of an Oxford education is somewhat more than $1,500 a year. For Americans the cost is still higher, as they are unable to pass the vacations cheaply at home. Present costs are nearly double those of pre-war years. When the Rhodes scholarships were instituted their stipend of $1,500 a year was most ample, and some scholars managed to save enough from it during their three years of residence to finance a fourth year either at Oxford or elsewhere. An increase of $250 has been added to the scholarships, but they are still inadequate.

Harvard Gets Blind Teacher

Nymphas C. Hanks, who has been without hands and blind since he was injured in a Utah mine accident twenty years ago, will lecture to Harvard students this fall. After the accident he set out to finish his education. With great faith he succeeded in completing a course at Leland Stanford University, and within the past few years finished a course in international law at Harvard. He worked his way through Leland Stanford by writing, lecturing and running a farm and has earned his living by the same means since. Despite his handicap he has earned more than $100,000 since the accident. He will lecture on education, with special reference to methods of teaching the blind.

Advises College Women to Enter Business

Until the ordinary father takes his daughter into business as naturally as he now takes his son, women will not assume their proper place in the industrial world, points out Viscountess Rhondda, who is urging a scheme for the introduction on a large scale of university women into business firms and to the higher ranks of commerce, industry and finance, says the Westminster Gazette. Lady Rhondda, who is a director of many companies, states that a recent estimate shows that of 27,000 directors of limited companies in Great Britain, only 200 are women. The vast majority of men are there because they have inherited their positions. She deplores the tendency among university women to feel a distaste for trade and be repelled by the name of commerce.

Armless Official Signs University Notes

Sam Sloan, Arkansas state treasurer, who is handless and armless, has started a task which would daunt most men—signing his name 1,300 times by holding a pen in his teeth. The signatures are being placed on $650,000 worth of state bonds issued for the financing of new construction at the University of Arkansas. There are 650 notes, each of $1,000 denomination, and each must be signed twice by the treasurer. The securities were sold to St. Louis and Chicago banks.

B. U. Students Earn $500,000

Boston University students during the past year earned more than $500,000 through jobs of the most varying sorts secured through the placement bureaus of four of the university departments, according to estimates and totals reported by the directors of the bureaus. The jobs secured ranged from clerical work to acting as mothers' helpers, and from accounting positions to theatrical work. Records are available of 1,442 persons placed through the agencies of the university during the year.

12,000 Libraries in New York Schools

Classroom libraries in the New York public schools have been gradually extended until at the present time there are 12,000 classroom libraries in the five hundred schools, with a total of 373,000 books. Only forty elementary schools have library rooms. The recorded circulation or home use of these elementary school libraries for the last school year was reported at 7,900,000 loans, according to Director Claude Leland of the public school libraries.

Once Poor Refugee, Will Go to College

Theodore Kehayas arrived in this country two years ago a refugee from the Bolsheviki in Russia. He had been graduated at seventeen from the Imperial Gymnasium at Baku and had been a student for six months at Aberbidjan University when the Bolsheviki descended on the town. He escaped to Greece and then came to America. He saved enough working here in a restaurant for two years to enable him to enter Rutgers this fall to study medicine. When he gets his degree he said he would practice among poor immigrants. "I don't want so much to make money as I want to help people," he said, "I think I ought to have a chance to do that—as a doctor among the poor."

Lutherans Take Over Valparaiso University

Valparaiso University has been purchased by the Lutheran University Association, a branch of the National Lutheran Education Association, says The Christian Century. The institution has had a remarkable career, having been founded and conducted for almost half a century as a school for students forced to work their way through school. At one time, after the founder had died and the university was in financial difficulties, it was rumored that the Ku Klux Klan had bought the college and expected to run it in accord with the principles of that organization. However, a group of Valparaiso citizens assumed responsibility for the support of the institution. Evidently this arrangement had not been a success, for the announcement of the sale to the Lutheran Association states that had this not taken place the university would not have been able to open its doors this fall for its fifty-third year.

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Colleges to Renew Political Survey

The attack of science upon politics will be renewed during the coming year, but upon a more comprehensive scale, Professor Charles E. Merriam recently told the council of the American Political Science Association. As a result of the national conference on the science of politics at Columbia University held recently, he said, teachers would carry out studies agreed upon in fifty colleges covering ten different fields. Those who believe that politics and government can go on unchanged in a "world of changes in science and business" were classed as "dreamers" by Professor Merriam, who said that the "original chimpanzee" is the "self-satisfied individual" who "clings to the limb of a jungle tree while civilization moves on."

Wins Newsboys' Harvard Scholarship

Irving Colpak, a graduate of the Boston Latin School, who is entering Harvard College this fall as a freshman, has been awarded the annual Boston, Mass., newsboys' scholarship, according to an announcement from the college office. The scholarship is "to be awarded for the student's first year only, to that one of the newsboys eligible to compete who passes the Harvard admission examinations with the highest percentage." Colpak, who has had a paper route for many years in the Franklin Field section of Dorchester, averaged 80 per cent. on his admission examination marks.

College to Teach Making of Boxes

Three short courses in wood utilization will be taught by the United States Forest Products Laboratory at the University of Wisconsin this Fall. The three courses include gluing of wood, boxing and crating, and kiln drying of lumber.

Pre-School Examinations Urged by Health Board

In a health talk broadcast recently from Station WGY, Schenectady, by a member of the staff of the Division of Maternity, Infancy and Child Hygiene of the New York State Department of Health, it was urged that school children have a physical examination before entering school to make sure that they have no defects such as diseased tonsils, adenoids, and poor vision, which are remediable. Parents are asked to carry out physicians' suggestions resulting from examinations of the children so that, upon entering school, the children shall be in perfect health.

John D. Rockefeller, Jr. Aids Archaeology

A gift of $215,000 from John D. Rockefeller, Jr., for researches among the ruins of Megiddo, the ancient Armageddon, has been announced by James H. Tufts, vice-president of the University of Chicago.

Southern Students In the North

In recent years a revival of educational interest in the South has sent students from that region into the big universities of the North in such large numbers as to attract considerable attention. Many of these, especially the more able ones, have failed to return South after their education was completed. In discussing this fact recently, Dr. H. W. Chase, president of the University of North Carolina, declared the South needed its students; that they ought to be kept in that section for their education and induced to remain there for their life work.

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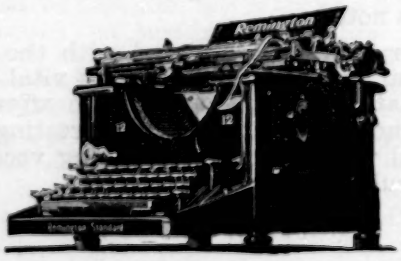

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GRINS BETWEEN GRINDS

The Absence of It

A Kansas school teacher told one boy to write a sentence containing the phrase, "horse-sense."

The boy labored for ten minutes and produced this: "My father didn't lock the barn door and he ain't seen the horse sense."

Doctors May Disagree

Mother (drilling the boy on abbreviations)—"That's right. But do you know what a 'doctor of philosophy' is?"

Robert—"Sure! He's a guy that's gone to college three years longer than he should."

Couldn't Be Softer

"Jimmy," said a mother to her quick-tempered small boy, "you must not grow angry and say naughty things. You should always give a soft answer."

When his little brother provoked him an hour afterward, Jimmy clenched his little fist and said: "Mush."—The New Guide.

Inside Information

Once upon a time two men were crossing a large field. And when they had got to the middle of the field a big, brindle bull came along to show them the nearest way to the fence. One of the men found a tree and he climbed it as rapidly as possible. The other man couldn't get to the tree in time, but seeing a large sociable-looking hole in the ground, he jumped into the hole. The bull made a lunge for him and just missed him as he went down, and jumped over the hole. The man came up again; the bull turned, saw him, snorted and came back at him. Down went the man, over went the bull, up came the man, back came the bull, till the man up in the tree got excited and called down:—

"You big fool you, why don't you stay down in that hole? You'll get that bull so mad he'll keep us here all summer!"

The man in the hole yelled back:—

"Big fool yourself. There's a bear in this hole!"—Told by Strickland Gillilan.

A Soul for Beauty

A small boy stood on a bridge and clapped his hands vigorously as he watched the western sky, which was diffused with a dull, red glow. A near-sighted stranger watched him for a time.

"It does my heart good to see you appreciate that cloud effect," at length remarked the stranger.

"Yes, sir, it's fine," replied the boy excitedly.

"The soul of a poet," sighed the stranger. "Do you often watch sunsets, my boy?"

"Sunset, nothin'! Gee, mister, that's the schoolhouse burnin'."—Everybody's Magazine.

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Lafayette College

Dr. John H. MacCracken, president of Lafayette, merits hearty congratulations. He has just completed ten years of service and during his administration the enrollment has grown from 600 to 1,000 students, and the value of endowment and college properties has increased from $2,000,000 to $5,000,000. Under his management the operating account of the college has shown a surplus each year instead of a deficit such as had existed frequently prior to his assuming charge.

Washington University, St. Louis, announces a gift of $1,000,000 from Charles Repstock, retired business man and bank director. The only stipulation is that $300,000 be used in erecting a new geology and biology building. The remaining $700,000 goes to a general endowment fund. Colleges and universities are receiving a lot of attention in these days.

The newspapers announce that Miss Katherine Corcoran, a teacher in Indianapolis, won a verdict of $35,000 from the steamship company because of an open porthole through which the ocean waters used the opportunity to promote her discomfort.

Junior College of Sacramento Gains a Fourth

The Sacramento Junior College, with Jeremiah B. Lillard as president, Miss Belle Cooledge as dean of women, and a faculty of twenty-nine starts its new year under favorable auspices. The college opened its fall semester on August 24, and at the end of the first week a total of 371 students had registered, an increase of twenty-five per cent. over last year. The college expects about next February to move into its new $550,000 home.

Returning from Europe, Architect William B. Ittner speaks of the care with which Europeans are restoring their cathedrals, castles and chateaux of the earlier centuries. "Aside from the historical value and architectural merit of these feudal relics," says Mr. Ittner, "they have only slight significance to Americans today." "America's great heritage will be her public school and great university buildings, for these are truly becoming splendid civic monuments and architectural assets to cities. Being efficiently planned and substantially constructed as they are today, there is no reason why they should not hold out against the rigid test of time."

MEETINGS TO BE HELD

OCTOBER

10: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie, Wyo.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota. James R. Cannon, Providence, R. I.

19: California Teachers Association, Northern Section, Sacramento. Charles C. Hughes, Sacramento, California.

22-24: West Tennessee Education Association, Memphis, S. L. Ragsdale, Humes High School, Memphis, Tennessee, president.

22-24: Indiana State Teachers Association, Indianapolis. Benjamin J. Burris, Muncie, Ind.

22-24: Utah Educational Association, Salt Lake City. J. T. Worlton, City and County Building, Salt Lake City.

28-31: Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup, Wash.

29-30: All State Vocational Conference. Chicago. Adah Hess, Secretary. Board for Vocational Education, Springfield, Illinois.

29-30: Illinois State School Board Association, Decatur. W. B. Read, Peoria, Ill.

29-30-31: Montana Education Association; Dillon, Great Falls, Miles City. R. J. Cunningham, Executive Secretary, Helena; S. R. Logan, President, Hardin.

30-31: Illinois State Home Economics Meeting. University of Chicago, Illinois.

30: At Greenfield, Mass., Franklin County Teachers' Association.

29-31: Rhode Island Institute of Instruction, Providence. Clara E. Craig, Coll. of Ed., Providence, R.I.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado. Charles A. Lory, Fort Collins, Colo.

5: Wisconsin Association of Mathematics Teachers, Milwaukee.
Wisconsin Association of Modern Foreign Language Teachers, Milwaukee. Mrs. Rove Buim, High School, Racine, Wis.
Wisconsin Association of Vocational Schools, Milwaukee. A. G. McCreary, Beloit High School Building, Beloit.

5-6: Iowa Home Economics Association, Des Moines. Lillian G. Orr, 2019 Douglas street, Sioux City.

5-6: Kansas Association of Teachers of English, Kansas City. James R. Start. Kansas State Teachers College, Hays, Kans.

5-7: West Virginia State Education Association, Huntington, West Virginia. W. W. Trent, Secretary, Elkins, West Virginia.

5-7: Colorado Education Association, Denver. H. B. Smith, 520 Commonwealth Building, Denver, Colo.

5-7: Iowa Association of Teachers of English, Des Moines. A. Starbuck, Iowa State College, Ames, Iowa.

5-7: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina. A. J. Stout, Topeka, Kans.

5-7: Minnesota Education Association, St. Paul. R. B. McLean, Teachers College, Moorhead, Minn.

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5-7: Wisconsin Teachers Association, Milwaukee. A. G. McCreary, director of vocational education, Beloit, Wis.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg. Laura H. Carnell, Temple University, Philadelphia, Pa.

6-7: Wisconsin Physical Education Association, Milwaukee. W. O. Clark, Racine, Wis.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

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